**Teacher(s) Name**: Rebecca Holman  
**Thematic Unit Theme/Title/Grade Level**: Map Skills & Geography/Where In The World.../Grade 2  
**Wiki Space Address**: <http://ucf2whereintheworldf10t.wikispaces.com/>  
**Daily Lesson Plan Day/Title**: Day 1/Mapping Your Way Across the United States

|  |  |
| --- | --- |
| **Learning Objectives** | 1. The second grade students will be able to create and use a compass rose to help them determine where the 50 states of the United States (US) are in relation to one another. 2. The students will make and use a legend to learn about key items in and surrounding the US. 3. The second grade students will work with latitude and longitude lines to pinpoint distinct locations in the US. 4. The students will draw on children's literature to learn the names and locations of the states in the US. |
| **NCSS Theme/Sunshine State Standards** | **NCSS Themes:** 3. **People, Places, and Environments**: The study of people, places, and human-environment interactions assist learners as they create their spatial views and geographic perspectives of the world. **Sunshine State Standards**: 1. **SS.2.G.1.1**: Use different types of maps (political, physical, and thematic) to identify map elements. 2. **SS.2.G.1.2**: Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. 3. **SS.2.G.1.3**: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. 4. **SS.2.G.1.4**: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). 5. **VA.A.1.1.2**: Uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner. |
| **Teacher/Student Activities & Procedures** | 1. The teacher will guide the students in creating a class passport (including pages for name of country, flag, facts (3), and stamp) for them to use throughout the unit plan as they travel to the four countries. The teacher will show this [video](http://video.google.com/videoplay?docid=-2561273545181165535) to the students to walk them through how to make their passports, which will be ponytail booklets. The ponytail booklets and will include a total of 16 pages (four per country). A zip-lock bag will be attached on the back of the passport for the kids to insert miscellaneous items. A checklist will also be given so students can make sure they include all required items--see the sample at the end of the lesson. 2. The teacher will use the map of the United States to teach about basic map skills.   * The compass rose will be the first focus of the lesson. The instructor will ask questions like: Does anyone know what a compass rose is? What does a compass rose look like? Where is it located on a map? Afterwards, he or she will explain that a compass rose is a one-dimensional representation of a compass typically featured in the corner of a map. It marks the four directions (North, South, East, and West) and their intermediary directions (Northeast, Southeast, Southwest, and Northwest). Then, the teacher will tell the class that there is a mnemonic device to remember the directions. He or she will ask: Does anyone know what a mnemonic device is? Then, the teacher will explain that a mnemonic device is a learning technique that aids memory. Some mnemonic devices they can use to help them with this lesson are "**N**ever **E**at **S**hredded **W**heat" or "**N**ever **E**at **S**oggy **W**affles." The teacher will note that the order of the directions is the mnemonic correlates with the rotation of a clock's hands. Following that, the instructor will show the second graders a basic map, point to the compass rose, and explain that it will always point to the north. Kids can then practice finding directions using a compass rose. To go south, they will go the opposite way the compass is pointing. To go east, they will go to the right of the direction the compass is pointing. Lastly, to go west, they will go to the left of the compass arrow. To wrap up this portion of the lesson, the teacher will divide the class in to approximately ten groups of three. He or she will have the kids create a compass rose out of modeling clay--see the picture of the sample compass rose at the end of the lesson. If gifted students finish early, they will be instructed to help those around them. * The legend will be the next focus of the lesson. The instructor will ask questions such as: Does anyone know what a legend is? What is its purpose? Where is it located on a map? After allowing some wait time, he or she will explain that a legend is the key to unlocking secrets of a map. Objects or colors on a legend represent something on a map. It is usually shown at a lower corner. Then, the second graders will use candy (gummies, vanilla yogurt covered raisins, and candy corn) to create a legend. They will mark where the capital of Florida is (Tallahassee), what city they live in, what state they live in, the five great lakes (**H**uron, **O**ntario, **M**ichigan, **E**erie, and **S**uperior), surrounding oceans of the United States (Atlantic, Pacific, Arctic), and the Gulf of Mexico (assuming that all of this material was already taught)--see the picture of the sample legend at the end of the lesson. * Latitude and longitude will be the next topic to teach about in the lesson. The teacher will ask students: Does anyone know what lines of latitude and longitude are? If so, what do they tell us? How can you use them? After waiting, he or she will explain that latitude is the measurement of distance from the Equator. The Equator is at 0°. Above the Equator, latitude is measured in degrees North (°N) and below the Equator, latitude is measured in degrees South (°S). On the other hand, longitude is the measurement of distance from the Prime Meridian. This is at 0°. West of the Prime Meridian, longitude is measured in degrees West (° W), and east of the Prime Meridian, longitude is measured in degrees East (°E). The instructor will have the students wave their arms side to side (like they're pulling taffy sideways) and say "Laatiiituuude" then pull taffy up and down and say "Loooongituuude" to demonstrate which way the lines go. He or she can mention that when the children lay down, that represents latitude lines and when they stand up, that shows longitude lines. Longitude runs from North to South. The teacher can show kids that they can remember by the way their mouth moves when saying the words. When they say laaaaaatitude, their mouth goes out side to side. When they say loooooooongitude, their mouth goes up and down. As a fun hands-on activity, the students can play this interactive latitude and longitude game. They will practice the concepts of latitude and longitude to help find Hannah, a little girl who is lost. They will need to use the latitude and longitude lines provided to find her. <http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php> * The teacher will use "The Little Man in the Map" book to explain to kids to look at the shapes of states to help them remember the names and locations. For example, he or she can state that Minnesota, Iowa, Missouri, Arkansas, and Louisiana form the hat, face, shirt, pants, and boots of the **M**an **I**nside the **M**ap, respectively. The states spell out the name of the man, MinIow MisArkLou. This is a cool mnemonic that can help kids remember the order of the states. |
| **Resources/**  **Materials** | **Resources**: 1. Pony Tail Band Book YouTube Video: [http://video.google.com/videoplay?docid=-256127354518](http://video.google.com/videoplay?docid=-2561273545181165535) [1165535#](http://video.google.com/videoplay?docid=-2561273545181165535):  2. Lesson Plan to Teach About Compass Roses: <http://www.ehow.com/how_4841689_teach-children-how-use-compass.html> 3. Latitude and Longitude Game: <http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php> 4. "The Little Man in the Map- With Clues to Remember All 50 States" by E. Andrew Martonyi **Materials**: 1. 1 package of 8 1/2 inch by 11-inch plain white computer paper. 2. 30 ponytails 3. 30 Gallon Zip-lock bags 4. Map of the United States 5. Compass Rose 6. Modeling Clay 7. Candy (gummies, vanilla yogurt covered raisins, and candy corn) |
| **Assessment** | **Pre-Assessment**: A trivia game was played last week to indicate prior knowledge the students have about the United States, Canada, Mexico, and the Caribbean Islands. **Post-Assessment**: Students will be assessed in this lesson through their participation as well as teacher observation. The second graders will be assessed on how well they create and use their compass roses, how well they follow directions when they create their legends, as well as their performance on the interactive latitude and longitude game. In addition, they will show how much knowledge they gained about map skills by completing an exit slip--see the sample exit slip at the end of the lesson. |
| **Exceptionalities** | **ESOL**: 1. Link lesson topic to students’ prior knowledge. 2. Continually monitor students’ comprehension. 3. Reinforce the key ideas you present again and again. 4. Give enough wait time for second language learners to respond to questions. 5. Use discovery-learning activities (hands-on-activities). **SLD**: 1. Keep oral instructions logical and concise. Repeat or re-word complicated directions. 2. Talk distinctly and at a rate that the student with a learning disability can follow. 3. Have the students participate in collaborative learning. 4. Ask questions in a clarifying manner. 5. Allow more time for the learning disabled to complete assignments. **Gifted/Talented**: 1. Rather than just "giving" them information, help them to discover it. 2. Allow gifted students to help teach other student when they finish their work early. 3. Conduct informal assessments. |
| **Discussion Notes** | The passport that was created in this lesson will be filled out throughout the unit and will serve as a final assessment. Also, the trivia game that was noted in the pre-assessment will be played again at the end of the unit to indicate how much information students learned about the United States, Canada, Mexico, and the Caribbean Islands. It will be the post-assessment for the entire unit and will take place on Day 5.  The teacher will assign a homework assignment and will explain to students that it should be completed with the help of their parents. The assignment will serve as an extension of the lesson. The instructor will tell the students to construct a map of their own, depicting how they get from their house to school. He or she will say that the map must be drawn and include at least three landmarks (in the legend) to show the route the kids take. The map must also include a drawn compass rose in the bottom corner, which points north. In addition, the teacher will state that it needs to have corresponding written directions. By having them provide written directions, the students will be practicing their map skills using a compass rose--see the written directions sample at the end of the lesson. If needed, the teacher will repeat and clarify the instructions for the assignment. |

[http://www.wikispaces.com/i/mime/32/application/msword.png](http://ucf2whereintheworldf10t.wikispaces.com/file/view/SSE+3312+Passport+Checklist.doc) [SSE 3312 Passport Checklist.doc](http://ucf2whereintheworldf10t.wikispaces.com/file/view/SSE+3312+Passport+Checklist.doc)[http://www.wikispaces.com/i/mime/32/application/msword.png](http://ucf2whereintheworldf10t.wikispaces.com/file/view/Sample+Exit+Slip.doc) [Sample Exit Slip.doc](http://ucf2whereintheworldf10t.wikispaces.com/file/view/Sample+Exit+Slip.doc)

[http://www.wikispaces.com/i/mime/32/application/msword.png](http://ucf2whereintheworldf10t.wikispaces.com/file/view/Written+Directions+from+My+House+to+School.doc) [Written Directions from My House to School.doc](http://ucf2whereintheworldf10t.wikispaces.com/file/view/Written+Directions+from+My+House+to+School.doc)